

## Work sample: Characterisation through dialogue – *To the Goldfields*

### Relevant part of the achievement standard

By the end of Year 6 students listen to, read and view a range of spoken, written and multimodal texts, identifying key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events. They identify and explain how specific text structures, language features, literary devices and digital features contribute to the purposes of texts and their effects on readers, listeners and viewers. They interpret literal and implied information in texts and compare personal opinions, selecting and presenting relevant evidence to support their point of view. They compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic.

Students create written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes in which meaning is supported by planned text structures and organisation. They interact with others in groups, contributing to discussions and sharing, analysing and evaluating information and ideas using appropriate levels of language formality. In creating texts they make considered choices from an expanding vocabulary and growing knowledge of grammatical features. They organise longer written texts by using paragraphs and select specific details to convey information, sustain meaning and coherence and express a point of view. They clarify and explain how choices of language features were designed to influence the meaning communicated in their texts. They plan and deliver oral and written presentations on researched topics, selecting content and making appropriate language choices for their intended audience.

### Summary of task

After engaging with various historical texts to learn how language is used to establish time and place, students read and examined the novel *To the Goldfields* by Rachel Tonkin. They were asked to write a conversation between two of the characters in the novel (Charlotte and Bert). They were given the following instructions:

1. Think carefully about how each character speaks and the types of words they use.
2. Remember to use a new line each time someone speaks.

**Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.**

## Work sample: Characterisation through dialogue – *To the Goldfields*

"Hey, wait" I said to Charlotte.  
 "What would be the matter," She said in an annoyed voice.  
 "I Just want to say I didn't steal your gold," I told her.  
 "And I suppose you wish to tell me of how I vanished and left you standing with the gold in your hand," She said as she poured a glass of water for her mother.  
 "I didn't steal it," I said trying to sway her attitude.  
 "Well you are brazen!" She said. She put the glass of water on a tray then dipped a long soup ladel into a pot and put some soup into a bowl and placed it on the tray next to the glass.  
 "Just please belive me," I said following her into her mothers room.  
 "Please..." I started but she cut me off.  
 "Leave my ma in peace," she said.  
 Charlotte walked over to the open fire and added some wood.  
 "Come with me, we can talk in the kitchen," I said as I almost dragged her out.

### Annotations

Follows protocols used for dialogue.

Uses adverbial phrases to build descriptions, for example 'standing with the gold in your hand'.

Uses 'historically' appropriate words to develop characters and setting, for example 'brazen', 'long soup ladle', 'ma', 'open fire'.

Uses a range of complex and compound sentences.

### Annotation summary

This work sample demonstrates an understanding of how characters in texts can be developed through their actions and dialogue. There is an appropriate selection of topic vocabulary drawn from the study of other texts. The text consists of dialogue between two people and uses speech punctuation and direct speech protocols. The work sample demonstrates an effective understanding of how tension can be built between characters through language choices in dialogue and can add to the effectiveness of a narrative scene.

#### Acknowledgement:

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